

Relationship of Elementary School Master Teachers in Curriculum and Planning and Learners' Academic Achievement

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ABSTRACT:

This study was conducted to assess the Relationship of Elementary School Master Teachers in Curriculum and Planning and Learners' Academic Achievement. The study which was conducted during the First Semester of the School Year 2018-2019 employed the descriptive method of investigation using quantitative and qualitative data. In particular, the researcher involved 43 Elementary School Master Teachers in the investigation using purposive random sampling. Data were collected via the administration of a questionnaire duly validated by the experts. The said instrument designed for the said participants was anchored on the Department of Education-Teacher Education Councils' Philippine Professional Standards for Teachers (PPST). Part I covered the characteristics of the participants such as Age, Gender, Civil Status, Highest Educational Attainment and Length of Service as Elementary Master Teachers. Meanwhile, Part II comprised of the needs assessment of the Elementary School Master Teachers in their performance in the domain of Curriculum and Planning with its strands and indicators through a rubric assessment. The instructions stated in the questionnaire consisted of either supplying the missing blanks or putting a check (/) mark to their corresponding boxes using appropriate statistical measures, semi-structured interviews and document analysis. As regards the relationship between the Elementary School Master Teachers in-Charge of Mathematics' Assessment of Competencies in Curriculum and Planning and Learners' Academic Achievement specifically the mean score of the learners' Periodic Test, the result yielded a "Very High Correlation". Essentially, it was found that the competencies of the said instructional leaders in the domain of Curriculum and Planning are complementary. On the other hand, results revealed that there is a significant relationship between the Elementary School Master Teachers in-Charge of Mathematics' Competencies in Curriculum and Planning and the learners' average periodic test. Thus, it can be concluded that the Elementary School Master Teachers' competencies and the learners' academic achievement have bearing or effect on each other.

Key words: Elementary School Master Teachers, Needs assessment, Curriculum and Planning, Quality teaching Learners' academic achievement

INTRODUCTION

"The quality of exemplar teachers is demonstrated by their willingness to set the highest standards for themselves and students" [1]. Essentially, the abovementioned statement calls for quality teaching in all areas of teaching and learning. The instructional leaders, indeed, play a vital role in establishing quality in all the areas of evaluation. In particular, through Executive Order No. 500 on March 21, 1978, President Ferdinand Marcos ordered the following measures to establish a position known as System of Career Progression for Public School Teachers [2]. Moreover, there is a need to

encourage excellent teachers to remain as classroom teachers. The existing system paradoxically removes from the classroom those who are recognized for excellence in classroom teaching. Section 1: "It is necessary to establish a system of career progression and promotion for public school teachers that attach premium classroom effectiveness and that allow teachers to remain in the classroom while advancing in stature and compensation. Classroom teachers shall be given the option of choosing alternative career lines in School Administration or in Classroom Teaching for purposes of Advancement to achieve the high learners' academic achievement. The duties

and responsibilities of a Master Teacher are to assume leadership in the environment of instructional programs and preparation as Elementary School Master Teachers in-Charge of Mathematics [3]. As Elementary School Master Teachers of the said subject, they conduct instructional training programs in school, district and division. Furthermore, they lead in the analysis and utilization of test results. Most of all, they implement curriculum and planning for effective teaching techniques or strategies in the school, district and division to increase the performance of the learners specially in the summative and periodic test. As appointed Elementary School Master Teachers in-Charge of Mathematics, they are in charge of the learners' academic achievement. They serve as coaches, academic contests and competitions such as Metrobank-MTAP-Quiz Bee (Mathematics Teachers Association of the Philippines) participation in other activities such as Math Camp. Under the Teaching-Learning Process, they innovate instructional materials like Math kits, show cards and integration of ICT in the classroom. With regard to Personal Growth and Professional Development, they are research-oriented and must pursue graduate studies such as acquiring masteral and or doctoral degree and other activities in Curriculum and Planning such as conducting remedial/enrichment activities in Mathematics subjects, acting as Grade/ Year Leader/Subject Area Coordinator, organizing functional clubs like Math Clubs, utilizing personal money for the improvement of learning environment instruction such as numerates and non-numerates visual aids, spearheads the organization of community activities, serving as writers in lesson exemplar/ guide workbooks or resource primer, organizing academic contests at the district level, being elected as officer in any district/division organization and mentoring at least 5 teachers [4]. The introduction of the concept Master Teacher concept was introduced in the Philippines in 1978 under Republic Act No.1080. This provided a two-track system career progression for teachers: school administration and classroom teachers.

The classroom teacher's route was enacted through the creation of Master Teacher position at four levels that match the salary grades of principals and assistant principals [5]. The formal expectations of Elementary School Master Teachers in-Charge of Mathematics are: (1) they should have regular load; (2) they are expected to assist other teachers in the school or district in improving their competence; (3) they are expected to take the lead in the preparation of instructional materials or perform such other functions assigned by the principal; and (4) they may also be required to serve as demonstration teacher or teacher consultants in the school or district. The Master teacher intends to be effective teacher-leader in the classroom, school and district by sharing their professional expertise. There is no process of addressing the performance of the Master Teachers because of little research on Master Teachers to guide policy decision especially in the Curriculum and Planning in the Philippines. Therefore, there is an urgent need to investigate on their specific strengths and weaknesses in line with Curriculum and Planning to ensure quality teaching. The Master Teacher has a bold move initiated notably amidst support and criticism [6]. To arrest the decline of non-numerates, it needs to address a strong leader in Curriculum and Planning in all the subject areas. As an Elementary School Master Teacher in-Charge of Mathematics, one should be a good teacher leader; must work uncomplainingly, diligently and honestly. He or she must also be generous not only in monetary value but also in extending services to his or her pupils, parents, colleagues and community people without expecting any return at all. He or she should be a keen observer of the current trends and issues in education in order to keep track of the current strategies, approaches, techniques and methods. He or she must be dedicated to service without counting the number of hours rendered in school and honest in filling-out forms like the daily time record. More importantly, he or she must contribute to quality instruction, research and extension. Further, he or she should have a special and

natural ability or aptitude. Lastly, he or she must also be active in all activities in the school while demonstrating originality in designing various works.

Furthermore, future Master Teachers can gather a firm understanding of the role of Master Teachers as instructional leaders. The study revealed the characteristics necessary for Master Teachers to be an instructional leader in their school. Current Master Teachers can reflect on their skills and contributions in Curriculum and Planning. They can seek further support on their areas of weaknesses from their immediate superior like the school principals in the area of curriculum implementation and supervision. Thus, they can also achieve a deeper understanding of their designation and how they can support teachers through intensive planning, development and evaluation of various types of curriculum [7].

With those previously cited information on the valuable role of Master Teachers in the Elementary Level, the researcher has decided to embark on an investigation that will assess their needs particularly in Curriculum and Planning to contribute significantly to quality teaching in the 21st century.

CONCEPTUAL AND THEORETICAL FRAMEWORK

One of the assessment tools which is strongly associated with this study is the Philippine Professional Standards for Teachers (PPST). The PPST due to the changes brought about by various national and global frameworks such as the K to 12 Reforms and the ASEAN integration, globalization and the changing character of the 21st century learners, necessitate the improvement and adaptability of education and a call for rethinking of the current teacher standards.

Undoubtedly, the Philippine Government has consistently pursued teacher quality reforms through a number of initiatives. In education, quality in teaching means recognizing and

building on learners' prior experiences and knowledge. As a framework of teacher quality, the National Competency-Based Teacher Standards (NCBTS) was institutionalized through CHED Memorandum Order No. 52, s. 2007 and DepEd Order No. 32, s. 2009. It emerged as part of the implementation of the Basic Education Assistance for Mindanao (BEAM), the Strengthening Implementation of Visayas Education (STRIVE) project and the Third Elementary Education Project (TEEP) [8]. The Philippine Professional Standards for Teachers (PPST) defines teacher quality in the Philippines. The standards describe the expectations of a teacher increasing of knowledge, practice and professional engagement. At the same time, the standards allow for teachers' growing understanding, applied increasing sophistication across a broader and more complex range of teaching and situations [9].

The following describe the breadth of 7 Domains that are required by teachers to be effective in the 21st century in the Philippines based on DepEd Order No. 36, series 2013: 1) Recognize the importance of mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning. They apply development appropriate and meaningful pedagogy grounded on content knowledge and current research. They display proficiency in the Mother Tongue, Filipino and English to facilitate the teaching and learning process, as well as exhibit the needed skills in the use of communication strategies, teaching strategies and technologies to promote high-quality learning outcomes; 2) Provide learning environment that are safe, secure, fair and supportive in order to promote responsibility and achievement. They create an environment that is learning-focused and they efficiently manage learner behavior in physical virtue spaces. They utilize a range of resources and

provide intellectually challenging and stimulating activities to encourage constructive classroom interactions geared towards the attainment of high standards of learning; 3) Establish learning environment that is responsive to learner diversity. They respect learners' diverse characteristics and experiences as inputs to the planning and design of learning opportunities. They encourage the celebration of diversity in the classroom and the need for teaching practices that are differentiated to encourage all learners to be successful citizens in a changing local and global development; 4) Interact with the national and local curriculum requirements. They translate curriculum content into learning activities that are relevant to learners and based on the principles of effective teaching and learning. They apply their professional knowledge to plan and design, individually or in collaboration with colleagues, well-structured and sequenced lessons that are contextually relevant, responsive learners' needs and incorporate a range of teaching and learning resources. They communicate learning goals to support learned participation, understanding and achievement; 5) Apply a variety of assessment tools and strategies in monitoring, evaluating, documenting and reporting learners' need, progress and achievement. They use assessment data in a variety of ways to inform and enhance the teaching and learning process and programs. They provide learners with the necessary feedback about learning outcomes that informs the reporting cycle and enables teachers to select, organize and use sound assessment processes; 6) Establish school-community partnerships aimed at enriching the learning environment, as well as the community's engagement in the educative process. They identify and respond to opportunities that link teaching and learning in the classroom to the experiences, interest and aspirations of the wider school community and other stakeholders. They

understand and fulfill their obligations in upholding professional ethics, accountability and transparency to promote professional and harmonious relationships with learners, parents, schools and the wider community; 7) Value personal growth and professional development and exhibit high personal regard for the profession by maintaining qualities that uphold the dignity of teaching, such as caring attitude, respect and integrity. They value personal and professional reflection and learning to improve their practice. They assume responsibility for personal growth and professional development for lifelong learning (DepEd Order No. 36, s. 2013) [10].

Figure 1 exhibits the entire process that was performed as part of the investigation. It commenced with the needs assessment which focused of the competencies of the Elementary Master Teachers in-Charge of Mathematics in Curriculum and Planning domain in line with the Philippine Professional Standards for Teachers (PPST) which comprised of the following strands: (1) Planning and management of teaching and learning processes; (2) Alignment of learning outcomes with the learning competencies; (3) Relevance and responsiveness of learning outcomes; (4) Professional collaboration to enrich teaching practices; and (5) Teaching and learning resources including Information and Communications Technology (ICT) [11]. To further establish the quality of teaching, the assessment of the Elementary School Master Teachers in-Charge of Mathematics' Competencies as regards Curriculum and Planning was taken into consideration too. Additionally, the interrelationship in the self-assessment of the Elementary School Master Teacher respondents and the Learners' Academic Achievement as indicated by the mean of the First Periodic Test results were correlated accordingly through the use of relevant statistical computations. The overall results of the needs assessment were analyzed thoroughly thereby coming up with

appropriate suggestions to further promote quality teaching. It illustrates the needs assessment of the Elementary School Master Teachers in-Charge of Mathematics in Curriculum and Planning towards quality teaching.

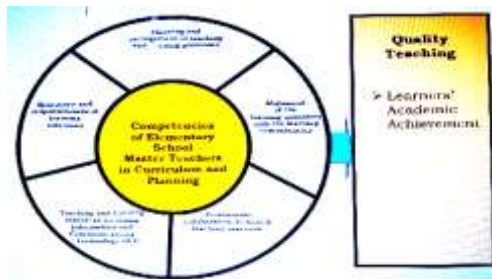


Figure 1. The Research Paradigm

STATEMENT OF THE PROBLEM

This study aimed to assess the needs of the Elementary School Master Teachers in-Charge of Mathematics in Curriculum and Planning Domain in line with the Philippine Professional Standards for Teachers (PPST) Framework and its relationship with the learners' academic achievement. Specifically, it sought answers to the following questions:

1. What was the extent of the Elementary Master Teachers in-Charge of Mathematics' competencies in the following strands of Curriculum and Planning according to themselves:
 - 1.1 Planning and management of teaching and learning processes;
 - 1.2 Alignment of learning outcomes with the learning competencies;
 - 1.3 Relevance and responsiveness of learning outcomes;

- 1.4 Professional collaboration to enrich teaching practices; and
- 1.5 Teaching and learning resources including Information Communications Technology (ICT)?

2. How did the performance of the Elementary School Master Teachers in-Charge of Mathematics in the Curriculum and Planning relate with the Learners' Academic Achievement?
3. What were the implications of the findings to quality teaching?

LITERATURE REVIEW

This chapter presents various literatures and studies, with foreign and local sources, that yielded valuable information about the study being conducted.

Good teaching was defined as getting most learners to use the level of cognitive processes needed to achieve the intended outcomes that the more learners' academic achievement use spontaneously [12]. It is at this juncture that Master Teachers actively seek for more opportunities to learn in their respective disciplines to ensure that learning never stops and it must be marked by quality.

A majority of the literature and study reviewed dealt with the roles, duties and responsibilities of the Elementary Master Teachers in general. The need for continuous assessment as regards the performance of the Master Teachers has been emphasized in the programs of the Department of Education (DepEd) such as the crafting of the Teachers Strength and Needs Assessment which coincides with the National Competency-Based Teachers Standards (NCBTS) [13]. Recently, the Department of Education (DepEd) has launched the Philippine Professional

Standards for Teachers (PPST) with the aim of articulating what constitutes teacher quality in the K to 12 Reform through well-defined domains, standards and indicators that provide measures of professional learning, competent practice and effective engagement. On the other hand, developing rubrics is significant for Master Teachers to assess their needs. This will be used as tools in guiding and listing criteria on their performance in the Curriculum and Planning domain. Moreover, Prager [14], implemented a large-scale evaluation such as technology, professional development, data-driven practices and an instructional leadership which are important ingredient to Curriculum and Planning domain. According to the Philippine Professional Standards for Teachers (PPST), Curriculum and Planning encompasses their ability to translate curriculum content into learning activities that are relevant to learners and based on the principles of effective teaching and learning. Specifically, Curriculum and Planning of the Philippine Professional Standards for Teachers (PPST) consists of the following strands: (1) Planning and management of teaching and learning processes; (2) Learning outcomes aligned with learning competencies; (3) Relevance and responsiveness of learning programs; (4) Professional collaboration to enrich teaching practice; and (5) Teaching and learning resources including Information and Communications Technology (ICT). Meanwhile, according to Bush et al., [15] and Ibrahim, et al., [16], to keep good teachers in the classroom, Master Teachers should be given a headship position as this becomes their career path to establish effective classrooms and take leadership and management responsibilities. Master Teachers need to observe formal teaching as well as conduct learning action cell sessions to teach pedagogy and best practices to the teachers assigned to them. Additionally, Ibrahim et al., [17], Moore, [18], and Rido et al., [19] emphasize that Master Teachers must observe teaching

practices such as designing classroom pedagogy, improving classroom interaction and promoting interactive learning based on their beliefs in learning which is important in the Curriculum and Planning. On the other hand, Ha [20], introduced a tripartite structure in teacher quality such as subject matter knowledge, pedagogy knowledge and pedagogy content which is a formula to a successful teaching and learning. Teachers' quality with regard to learners' academic achievement or teachers' effectiveness is measured in terms of learners' achievement gains. Most researches on teachers' quality pertain to observable attributes, preparation and credentials. The most widely involved studies attributes are experienced and education levels which are associated with learning. However, it has been argued that learner achievement measures do not necessarily correlate with teacher quality, given that there are various factors that influence a learners' performance which is not under the control of the teacher [21]. Evaluations of the teachers over the years were based on personal characteristics. Today, teachers' evaluations are measured according to the increase of professional development, accountability and school improvements [22]. Teacher should have a short-term goal is when improving lessons that provide opportunities for learners to grow and interact socially and providing daily opportunity for learners to collaborate with one another. While long term working on initiatives to grow learners' self-esteem to encourage ongoing success in a long term basis. The learner may help to upgrade their performance during assessment or evaluation [23].

METHODOLOGY

The study employed the descriptive method of investigation using quantitative and qualitative data. Descriptive methods of research describe what is. It involves the descriptive, recording, analysis, and

interpretation of the present nature, composition or processes of phenomena. The study was conducted in twelve (12) schools in District I in the Division of City Schools, Manila. The participants of the study consisted of Elementary School Master Teachers in-Charge of Mathematics during the First Quarter, School Year 2018-2019. Significant characteristics of the respondents such as their age, gender, civil status, educational attainment and length of service as an Elementary Master Teachers were determined. Majority of the Elementary School Master Teachers in-Charge of Mathematics' age ranged from 50-59 years old. As regards the gender of the respondents, there were 36 or 84 percent female and 7 or 16 percent male. majority of the respondents were married with a frequency of 32 or 74.41 percent. Most of the Elementary Master Teachers in-Charge of Mathematics earned units in the Master's Program with a frequency of 38 or 88.40 percent. Evidently, none of them obtained a Doctorate Degree. most of the respondents, 23 or 53.49 percent, were of 6 to 10 years of service. This study utilized a researcher-made instrument anchored on the Department of Education (DepEd) Teacher Education Councils' Philippine Professional Standards for Teachers (PPST) framework. A questionnaire was prepared for the Elementary School Master Teachers in-Charge in Mathematics. This instrument written in the English language consisted of two parts namely Parts I and II. Part I covered the characteristics of the participants such as age, gender, civil status, highest educational attainment and length of service as an Elementary Master School Teacher. Meanwhile, Part II consisted of statements that aim to assess their performance in the Curriculum and Planning with the following strands: 1. Planning and management of teaching and learning processes; 2. Alignment of learning outcomes with learning competencies; 3. Relevance and responsiveness of learning outcomes; 4. Professional collaboration to enrich teaching

practice; and 5. Teaching and learning resources including Information and Communications Technology (ICT). The result of the said assessment provided essential information as to their specific needs in the said domain stipulated in the Philippine Professional Standards for Teachers (PPST). Instructions that were stated in the questionnaire consisted of either supplying the missing blanks or putting a check (/) mark in their corresponding boxes.

To advocate on the objectivity and accuracy of the responses, the items in the instrument were carefully and intentionally randomized thereby not following the usual or traditional order of the Likert Scale (ascending or descending). Each item consisted of letters A, B, C and D with corresponding points or scores (1-4) the same as in the traditional Likert Scale, 4 being the highest and 1 being the lowest. Moreover, the questionnaire has undergone a pilot testing to identify areas that are not clear to the target respondents/participants. During the pilot testing, the researcher carefully observed how the participants react to the instructions and specific questions stated therein and requested for any clarification should they not understand any of the procedures. The questionnaire was retrieved after a week from both respondents namely the Elementary School Master Teachers in-Charge of Mathematics. Likewise, the respondents demonstrated appropriate behavior and did not exhibit any confusion or surprise in the content of the questionnaire with randomized choices as they were guided accordingly in terms of instructions. More importantly, accomplishing this instrument suitably mirrors their professional achievement as Master Teachers. Results of the reliability testing and other details are found in the Validation of Instrument. This method was likewise utilized to obtain additional information from the respondents as regards the needs of the Elementary School Master Teachers in-Charge of Mathematics in the PPST's Curriculum and Planning Domain. In particular, 12 Elementary School Master

Teachers in-Charge of Mathematics were interviewed. Likewise, the mean of the First Periodic Test for the School Year 2018-2019 was examined to further establish the needs of the Elementary School Master Teacher in-Charge of Mathematics in the Curriculum and Planning domain. Purposive sampling technique was utilized to select the participants involved in the research. Purposive sampling technique was utilized to select the participants involved in the research. In particular, the Master Teacher participants were chosen according to the following criteria:

1. The Master Teachers must be teaching in the Elementary Level during the First Quarter, School Year 2018-2019.
2. They must be assigned either Master Teacher I or II respectively.
3. They must be at least 1 year of service as a Master Teacher I or II in one of the schools in District 1, Division of City Schools, Manila.
4. They must be supervising Elementary Mathematics in their assigned schools.

FINDINGS

Based on the data gathered, the following findings are hereby presented:

1. Extent of the Elementary Master Teachers in-Charge of Mathematics Competencies in Curriculum and Planning

A. Self-Assessment of the Master Teachers

1.1 Planning and Management of Teaching and Learning Processes

The respondents outshine in linking the present subject matter content with the past and future lessons ($\bar{x} = 3.49$; $SD = .631$). However, they admit that they need to integrate language, literacy, skills development and values in the school and community activities ($\bar{x} = 2.72$; $SD = .984$).

1.2 Alignment of the Learning Outcomes with Learning Competencies

The respondents excel in appreciating the value of aligning objectives with all the parts of the lesson, ($\bar{x} = 3.67$; $SD = .716$). However, they confessed that they need to update oneself with relevant scholarly works and ideas to the subject area ($\bar{x} = 3.05$; $SD = 1.022$).

1.3 Relevance and Responsiveness of Learning Outcomes

The respondents perform excellently in designing parts of the lesson within the allotted instructional time ($\bar{x} = 3.72$, $SD = .630$). However, they need further enhancement in short-term goals/objectives to the long-term goals of learning because they do not know that much how to initiate an innovative teaching practices that will student to be a life-long learner ($\bar{x} = 3.16$; $SD = .843$). They need further enhancement in observing the time allotted. Going beyond the instructional time because of unnecessary interruptions or unwanted delays may affect the attainment of all learning outcomes designed for the subject.

1.4 Professional Collaboration to Enrich Teaching Practices

The respondents topped on recognizing the need to design teaching methods that match with the learning process ($\bar{x} = 3.65$; $SD = .686$). However, they confessed that they need to use knowledge about general and specific learning processes ($\bar{x} = 3.07$; $SD = .961$).

1.5 Teaching and Learning Resources Including Information and Communication Technology (ICT)

The respondents perform their best in showing positive attitude towards the use of Information and Communications Technology (ICT) ($\bar{x} = 3.21$; $SD = .888$). On the contrary, they admit that they need to update themselves in utilizing Information and Communication and Communications Technology (ICT) tools to process assessment and evaluation data and report result ($\bar{x} = 2.42$; $SD = 1.180$).

2. Relationship of the Assessed Competencies of the Elementary School Master Teachers in Curriculum and Planning and the Learners' Academic Achievement

It was revealed that there is a significant relationship between the Assessment of the Elementary School Master Teachers in-Charge of Mathematics' Competencies in Curriculum and Planning and the learners' mean of their periodic test. Hence, the null hypothesis is rejected. Thus, it can be concluded that the assessment of Elementary School Master Teachers' competencies and the learners have bearing or effect on each other. When the Master Teachers excel in their performance, there is a great possibility that their learners' performance will also excel or it can be the opposite.

3. Implications of the Findings to Quality Teaching

As Robert John Meehan reiterated, "the quality exemplar teachers is demonstrated by their willingness to set the highest standards of themselves and students," the instructional leaders particularly the Elementary School Master Teachers in-Charge of Mathematics, therefore, are hereby called to recalibrate their competencies from time to time to ensure that they promote "quality" in all the areas of teaching and learning processes with much emphasis in the Curriculum and Planning domain, especially in the learners' academic achievement. Essentially, the Elementary School Master Teachers in-Charge of Mathematics contribute significantly in the areas of planning and management of teaching and learning processes as well as in the alignment of learning outcomes with learning competencies. Particularly, the Master Teachers' competency of "linking the present subject matter content with the past and future lessons" denote that these instructional leaders are concerned with the learners' mastery of the subject matter rather than the mere completion of the entire

coverage of the lesson. Meanwhile, employing reviewing strategies such as frequent oral/written drill and review of the past lessons particularly in Elementary Mathematics helps bring the learners to a much improved learning performance hereby contributing largely to their overall achievement-a true measure of quality teaching. Significantly, the teaching-learning cycle does not focus in instruction alone but it likewise includes assessment. Assessment enables the instructional leaders to reflect and decide on important issues/concerns that deal with the teaching-learning events/ activities. Failure to conduct appropriate and timely assessment renders a poor quality of educational results. In addition, failure or lack of will and determination to utilize ICT in teaching may inhibit the educators to contribute significantly in the learners' outcomes as well. It is time that technology plays a vital role nowadays to bring about change-a positive change towards raising the bar of excellence in teaching and learning

CONCLUSIONS

Based on the findings, the researcher hereby concludes the following:

1. The Elementary School Master Teachers are subject matter experts in the field, ensure constructive alignment in most learning scenarios in the classroom, excel in time management in the delivery of their lessons, competent in crafting teaching method aligned with the learning episodes, appreciative of the usefulness of Information and Communications Technology (ICT) and recognize the significant role of the learning outcomes in the delivery of quality instruction.
2. Elementary Master Teachers use pedagogical methods and strategies that result to students learning, digitally literate as they exhibit the skill in using the Information and Communications Technology (ICT)/in keeping the records of the learners, know how to align the learning outcomes with learning

competencies, and are competent in Curriculum and Planning.

3. The learners' academic achievement may be attributed to the competencies of the Master Teachers as indicated by their self-assessment

biases as intended where there is statistical validation in the randomization of options and how such method was used.

RECOMMENDATIONS

Based on the findings and conclusions, the following are hereby recommended:

1. The Master Teachers must attend seminars, trainings and conferences in integrate language, literacy, skills development and values.
2. The Master Teachers must discuss problems encountered in the Mathematics subject especially in updating scholarly works during School Learning Action Cell Sessions (SLACS).
3. The School authorities should hire experts in Information and Communications Technology (ICT) to help the Master Teachers develop and design Micro software for assessment and evaluation and ICT-based instructional materials/learning resources.
4. An intervention program to enhance learners' achievement or performance such as remedial classes for the non-numerates may be conducted.
5. Further research can be undertaken by Elementary Master Teachers in other topics on Curriculum and Planning or in other domains of the Philippine Professional Standards for Teachers (PPST) that aim for the promotion of quality teaching.
6. This study introduced a non-traditional way of arrangement of response options or items which is randomization hence not following the usual way. However, this needs further validation. A further study, therefore, should be done to eliminate response


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Republic of the Philippines
Department of Education
National Capital Region
DIVISION OF CITY SCHOOLS
Manila

PLANNING, RESEARCH & EVALUATION SERVICES

THE PRINCIPALS CONCERNED
Manila

July 19, 2018

Sirs/Mesdames,

Permission to visit school this Division is hereby granted to:

Name of Student
Maria Milagros V. Rimiendo

Centro Escolar University
School/University

To conduct study "Needs Assessment of Elementary Master Teachers in Curriculum and Planning towards Quality Teaching"

Purpose

Note: 1. The conduct of the study shall be in consultation
with the Principal/s concerned
(Proper scheduling is requested)

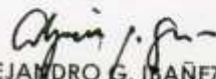
2. Time-on-Task policy of DepEd shall be adhered to.
3. Resources of the school shall not be used for this purpose.
4. Confidentiality of the respondents is ensured.
5. This Office requests a copy of the final research output at the end of the term of study.

Kindly extend to her the usual hospitality and courtesies.

Thank you.

Very truly yours,

For the Superintendent:


ALEJANDRO G. BAÑEZ
 Assistant Schools Division Superintendent

Schools Concerned:
All Public Elementary Schools

Centro Escolar University
 Research and Evaluation Office
RECEIVED
 Date: JUN 25 2018
 By:

CENTRO ESCOLAR UNIVERSITY
 Manila* Makati* Malolos
Research and Evaluation Office

Approval Sheet for the Conduct of Research Using Human Subject

☐ Undergraduate Research
 ☒ Graduate Research
 ☐ Faculty Research
 ☐ Non-Teaching Research

School/College/Department/ Program: ELAMS Campus: CEU Manila

Research Title: Needs Assessment of Elementary Master Teachers in Curriculum and Planning Towards Quality Teaching

Reference Number: IERC 2018-19/016

Researcher:
 Lead Researcher: Maria Milagros V. Rimiendo

Co-Researcher:
Dr. Epifania V. Tabbada

Purposes of the conduct Scientific Procedures (Encircle one or more):

- Biomedical research, experiment, studies, investigation (including pre-clinical research)
- Teaching and instruction
- Product testing
- Production of antisera or other biological
- Others, please specify: _____

I certify that the statement made herein are correct and true

Dr. Epifania V. Tabbada/ Maria Milagros V. Rimiendo Teresita I. Barcelo, Ph. D., RN
 Signature of Adviser/ Lead Researcher Signature of Dean/ Head Unit
 Date: June 22, 2018: Date: June 22, 2018

Recommending Approval

<u>Dr. Florencia Castro</u> IERC Member <u>Dr. Dorothea Dela Cruz</u> IERC Member <u>Dr. Donnalynne Manigbas</u> IERC Member Approved by: <u>Dr. Erna V. Yabut</u> IERC Chair	<u>Prof. Rogelio Cruz</u> IERC Member <u>Dr. Juliete Z. Dungca</u> IERC Member <u>Dr. Eufrecina Jean Ramirez</u> IERC Member JUL 16 2018 Date
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Note: If approved, no major deviations from or changes in the protocol should be done without prior IERC approval


Copies to: IERC Chair; Lead Researcher

REF 012

09/14/2017

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 CENTRO ESCOLAR UNIVERSITY
 GRADUATE SCHOOL
 Manila • Makati • Malolos
 Research and Evaluation Office

INFORMED CONSENT

Research Title: Needs Assessment of Elementary Master Teachers in Curriculum and Planning Towards Quality Teaching

Purpose/s: This research will be encouraged to establish a career path thereby working hand-in-hand in improving Master Teachers' personal growth and professional development. Therefore, this will enrich their learning experiences in and out classroom through presence of quality teaching. As a result, this will be useful basis and guide to the future leaders in the school.

Procedure/s:	Name	Discomfort / Risks	RecoveryTime
	Maria Milagros V. Rimiendo	N/A	N/A



Benefits/ Compensation: N/A

Subject-participant shall: (1) receive adequate and immediate medical treatment should complication arise; (2) receive full and adequate compensation and indemnification in case harm or injury arise out of participation; and (3) be free to withdraw his/her consent and to discontinue participation in the research anytime without prejudice to him/her and no explanation is required.

The researchers shall: (1) answer at anytime, any inquiry of subject-participant concerning the procedure; (2) preserve anonymity and respect full confidentiality; and (3) be fully responsible and accountable for all complications, injury, compensation, and the like to subject-participant as a result of any or all of the procedures.

SUBJECT-PARTICIPANT
 Name: Maria Milagros V. Rimiendo Date: June 22, 2018
 Address: Geneva 203, 16 P. Gregorio St., Brgy. Lingunan, Valenzuela City, Metro Manila
 Birthday: February 12, 1982 Signature: _____
 Parent/s/ Guardian's Name and Signature: _____

RESEARCHER/S

Name	Participation	Signature	Date
Maria Milagros V. Rimiendo	Lead Researcher		June 22, 2018
Dr. Epifania V. Tabbada	Adviser		June 22, 2018

Copies to: Researcher(s); Research and Evaluation Office
 REF 013
 09/01/2016

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ABOUT THE AUTHORS

MARIA MILAGROS V. RIMIENDO, Ph.D., is a Master Teacher II, teaching Grade VI Mathematics in Rosauo Almario Elementary School, Department of Education (DepEd), Manila, Philippines. At the same time, she becomes a part time professor in the College of Education at the University of the East (UE) handling major subjects in Special Education such as Organization and Administration of Special Education as well as Directed Study in Child Development. She is a demonstration teacher, resource speaker, facilitator, trainer, adviser, proctor and judge in various activities in their school, District and Division. She holds the following academic degrees: Master of Arts in Special Education from Don Mariano Marcos Memorial State University (DMMMSU), La Union, Philippines and Bachelor of Elementary Education Specialized in Mathematics, Don Mariano Marcos Memorial State University (DMMMSU), La Union, Philippines. She is an active member/officer of various organizations in the University such as Teatro ng Lahi (TNL), Peer Facilitators Club (PFC) and DMMMSU Taekwondo Club. She is a Talent Scholar and awarded twice as Leader of the Year in PFC. Likewise, she is active in the different organizations such as Girl Scouts of the Philippines, Philippine Taekwondo Association and a board member of Pi Lambda Theta, a well-respected International Honor Society and Professional Association for Women. Currently, she finished her Doctor of Philosophy (Ph.D.) major in Curriculum and Supervision at Centro Escolar University (CEU), Manila, Philippines.

EPIFANIA V. TABBADA, Ph.D., is presently the academic consultant of ICCT Colleges Foundation - College of Education. At the same time is a part time lecturer at the Graduate School of Centro Escolar University. She served as the Dean of the College of Education and Director of the Center of Excellence at the Technological Institute of the Philippines for

eight years, after retiring from the Philippine Normal University where she served as Acting Dean of the Graduate School as her last assignment. She has been awarded as Outstanding teacher of Metro Bank in 1997 and Achievement Award by the National Research Council of the Philippines in 2003, where she served as Chair of Division I. Aside from being awarded as the Distinguished Alumni of the Philippine Normal University and Araullo High School, she served as secretary of the Catholic Women's League of Archdiocese of Manila and board member. She served as International Consultant under the Asia Foundation in Indonesia, a Book writer/consultant in Cambodia as Curriculum consultant under Asia Development Bank projects. She also conducted several training programs at international, national and institutional levels in Technology and Livelihood Education, Curriculum development and Home Economics both in the Elementary and Secondary. She graduated with Bachelor of Science in Elementary Education from Philippine Normal College (now Philippine Normal University), Philippines where she earned her Master of Arts Degree. She finished her Doctor of Philosophy (Ph.D.) major in Curriculum Development and Home Economics Education at University of Illinois in United States of America.